

**St. Joseph's Primary School
School Report
(2008/09)**

Our School

St. Joseph's Primary School is a government subsidized school run by the Brothers of the Christian Schools (La Salle Brothers). For details, please visit our website: <http://www.sjps.edu.hk/>.



School Vision

We aim to touch the hearts of the students confided to our care; in turn they touch the hearts of many more in our society, our country, our world with the talents and virtues they developed in their young years.

School Mission

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students.

We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH and ZEAL.

We believe that in co-operation with parents we work to form the minds and characters of students and become transformed in the process as teacher and student help each other grow as persons.

We believe that success in school means more than good examination results. Students must learn how to learn, to think and to live virtuously.

Our mission is successful when our students:

1. love their country, develop their talents and appreciate their culture,
2. understand and accept themselves and others,
3. think logically and critically and express themselves effectively,
4. clearly know what they believe and why they believe,
5. maintain physical fitness and mental health – avoiding excesses and abuses,
6. possess social awareness and a sense of responsibility for the common good.



School Goals

SJPS will keep its rich legacy and long heritage in education on the one hand, and respond to the changing needs of the students, the parents, the local community, the country and the world on the other. All our students will:

- enjoy learning, be effective in communication (bi-literate & tri-lingual), be creative, and have sense of commitment;
- have all-round development (including excellence in academic work and IT competence);
- be capable of life-long learning; and
- make contributions to the society, mainland China and the world.

School Motto

"LABORE ET VIRTUTE"

Core Value of Education (School Spirit)

St. Joseph's Primary School is a well-established school with good traditions. School Spirit can be seen in students' loyalty to God, their commitment to their school duties and their care and concern for others.

Our school therefore expects students to acquire good practices like:

Punctuality, respect for their teachers and schoolmates, personal discipline, obedience, honesty, integrity and good sportsmanship.



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Part A: Introduction

The aim of this report is to depict the performance status of the school in the past academic year. The emphasis lies on evaluation and reflection of the major concern for 2008-2009. The information of the findings was derived from various evaluation tools and data as suggested by the EDB. To conduct the evaluation activities of the major concern, techniques such as questionnaires, observation and discussion were applied to examine its effectiveness. Apart from this, salient features related to our learning and teaching, support for student development and student performance have also been addressed in order to give an overall review of the school performance.

Part B: Findings

The tables below exhibit the performance status of the school in 2008-2009 across various strands. All school stakeholders were involved.

1. Number of Active School Days 08-09

Number of Active School Days 08/09
193

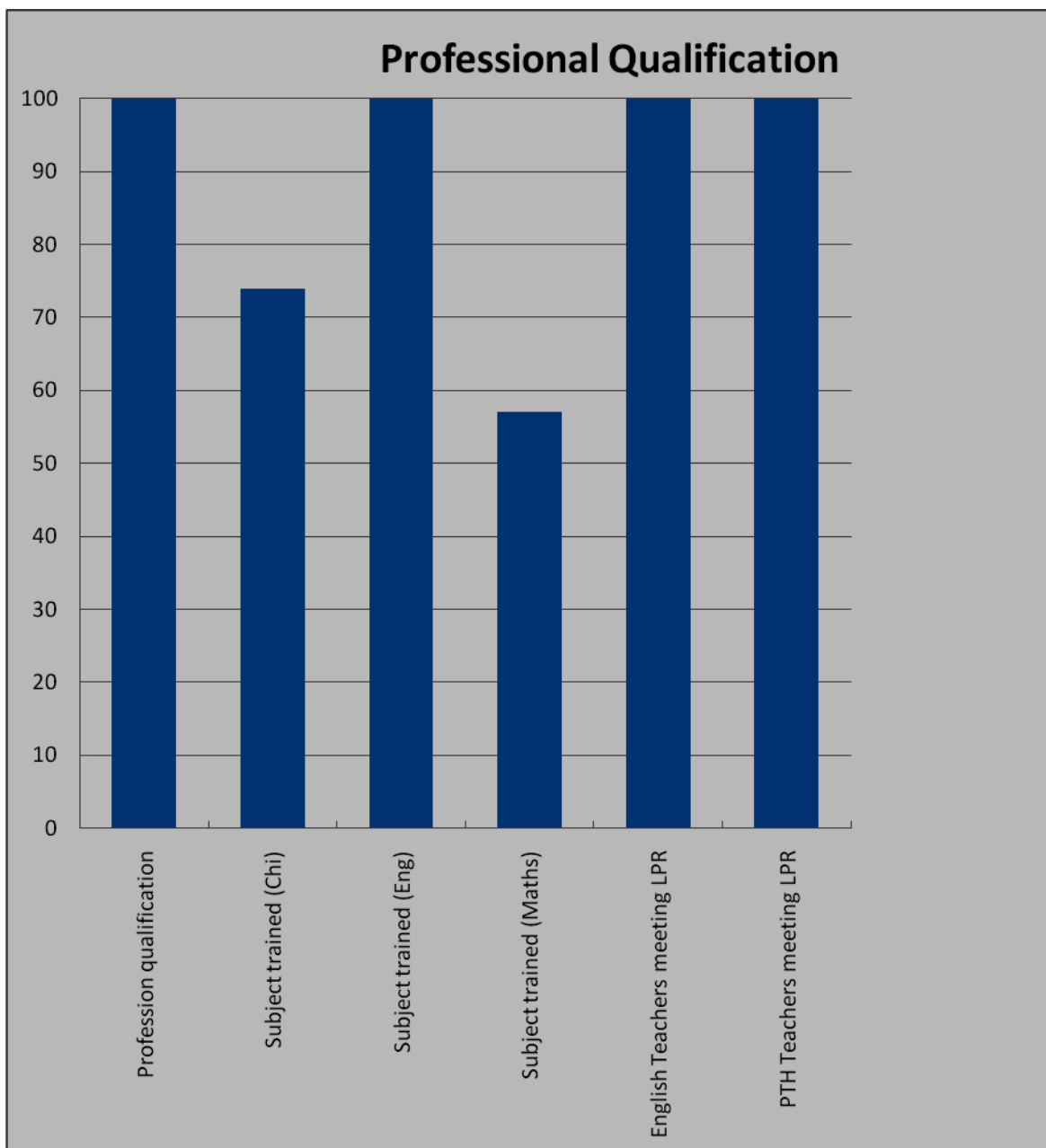
2. School Management

Composition of Stakeholders in SMC

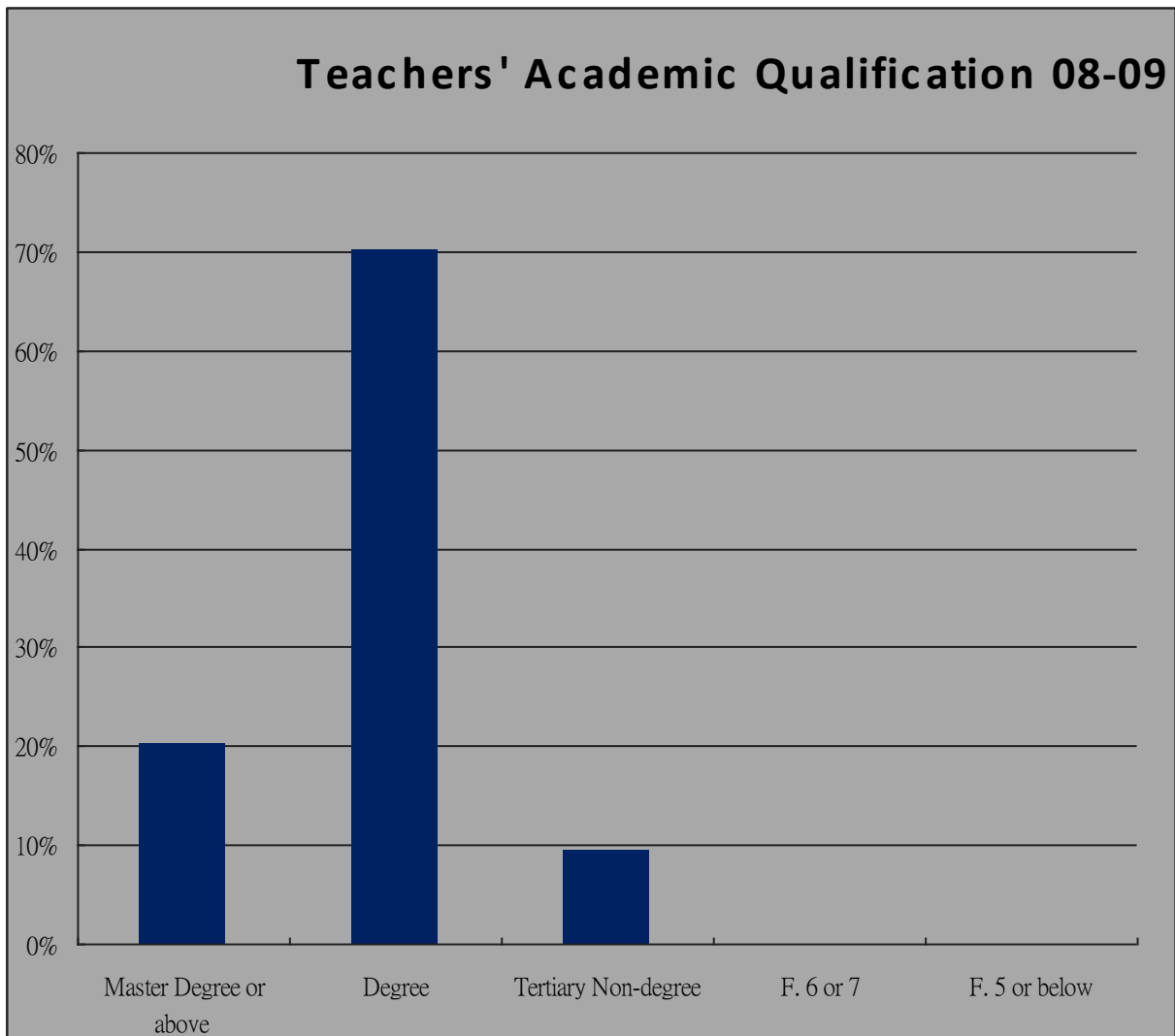
Member	Sponsoring Body	Headteacher	Parent	Teacher	Alumni
08/09	3 (50%)	2 (33 $\frac{1}{3}$ %)	0 (0%)	0 (0%)	1 (16 $\frac{2}{3}$ %)

3. Our Teachers

Teachers' Data 08/09	
Number of registered Teachers	74
Chinese Teachers	36
English Teachers (except NET)	43
Mathematics Teachers	39
NET	1
PTH Teachers	14

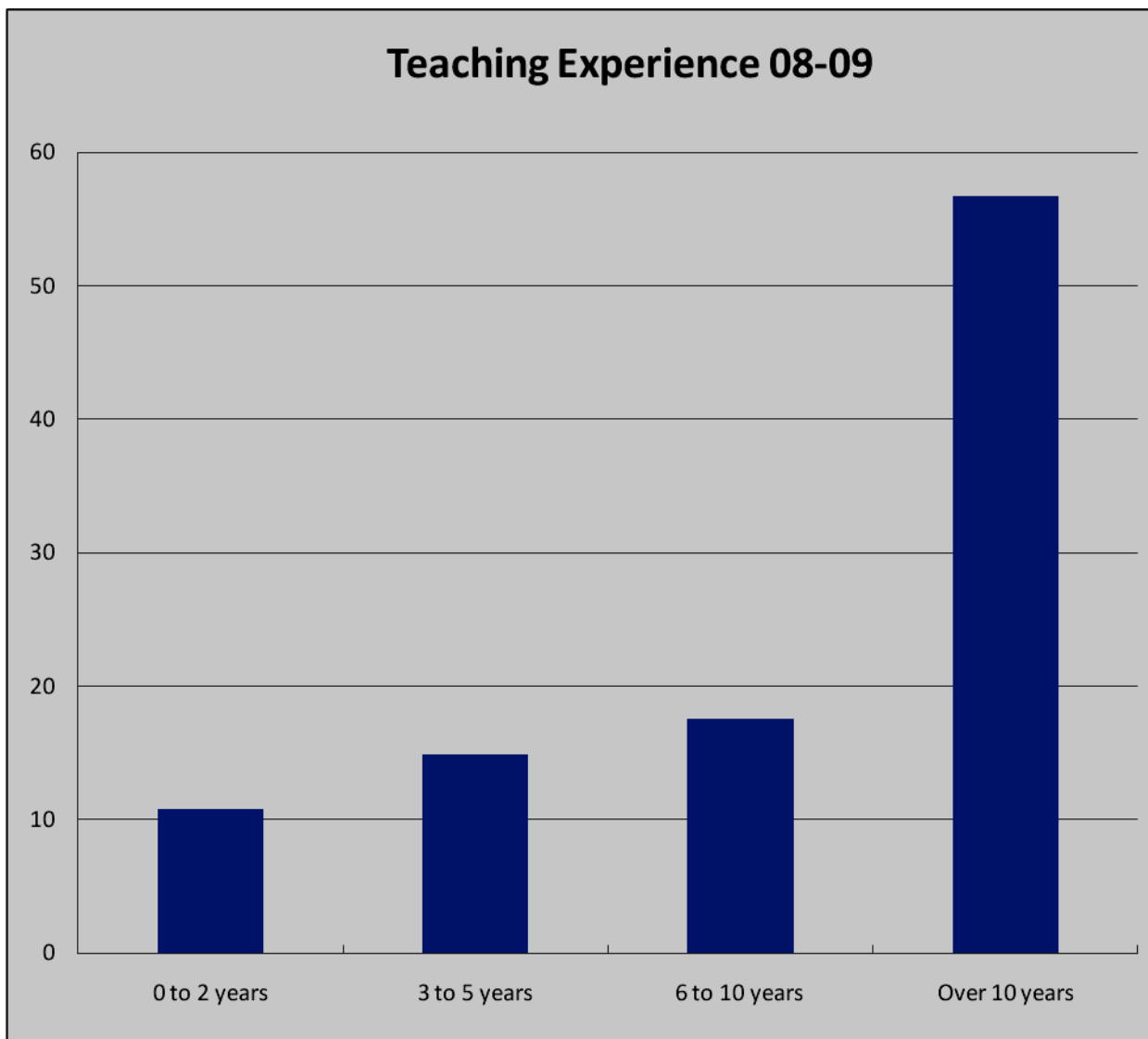


Teachers' Academic Qualification	
08/09	
Master Degree or above	20.3%
Degree	70.2%
Tertiary Non-degree	9.5%
F. 6 or 7	0.00%
F. 5 or below	0.00%



Benchmarking of teachers in Language Proficiency Requirement 08/09	
Benchmarked or exempted in English	100%
Benchmarked or exempted in Putonghua	100%

Teaching Experience 08/09	
0 to 2 years	10.8%
3 to 5 years	14.9%
6 to 10 years	17.6%
Over 10 years	56.7%

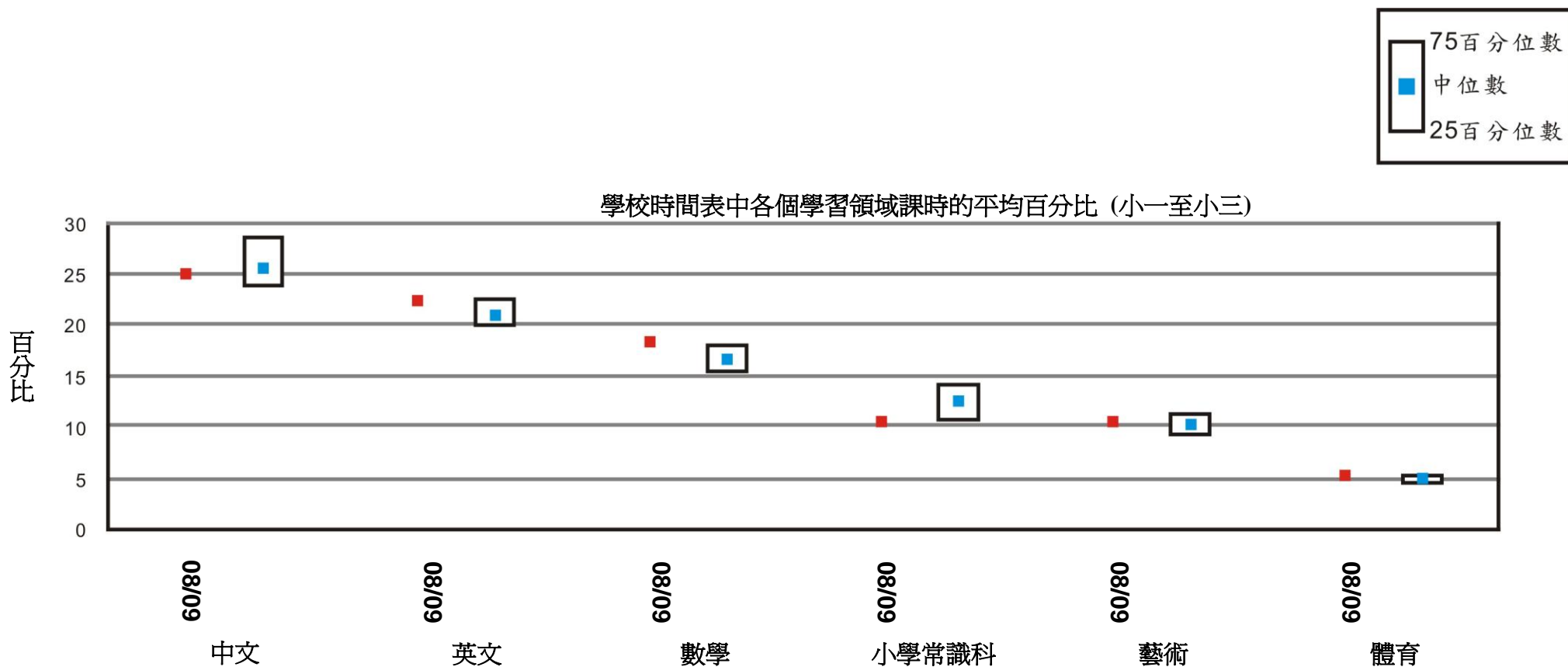


Teachers' Professional Development 08/09	
Teachers' total number of training hours	4323.75 58.4/teacher

4. Lesson Time for the Key Learning Areas

學校時間表中各個學習領域課時的平均百分比 (小一至小三)

% of Lesson Time for each KLA (P1 - P3)

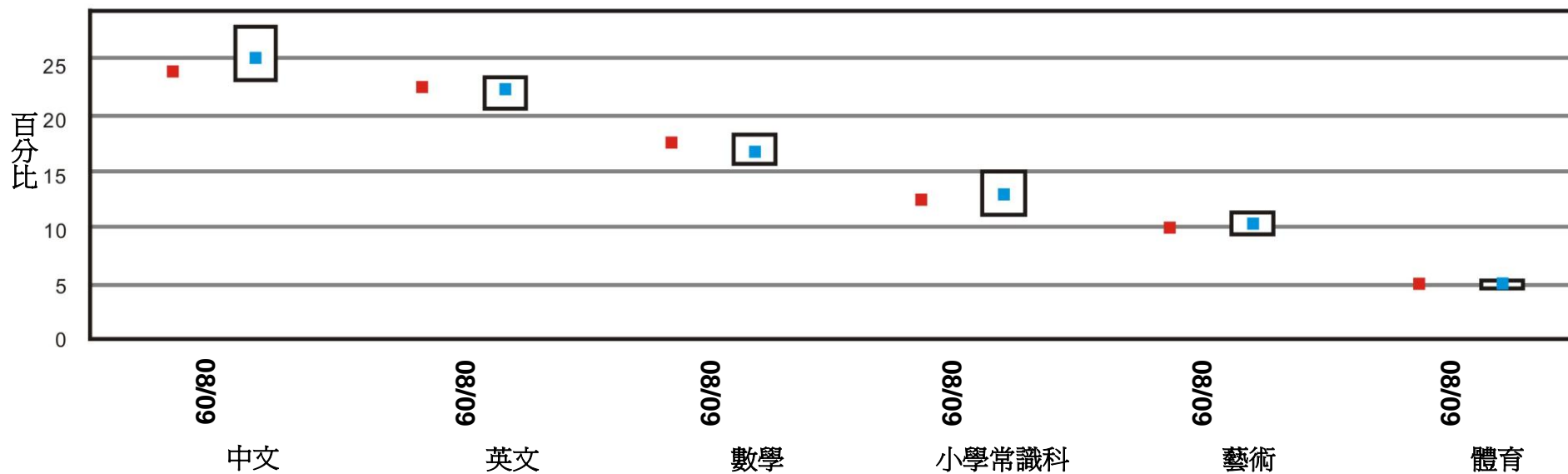


Lesson Time for the Key Learning Areas

學校時間表中各個學習領域課時的平均百分比 (小四至小六)
% of Lesson Time for each KLA (P4 – P6)



學校時間表中各個學習領域課時的平均百分比 (小四至小六)



Learning Time for the Key Learning Areas 08-09	P.1 to P.3	P.4 to P.6
Chinese Language Education	26%	24%
English Language Education	24%	23%
Mathematics Education/ C.L.	18%	18%
General Studies	11%	13%
Arts Education	11%	10%
Physical Education	5%	5%

5. Our Students

In the year of 2008-09, there were only 45 classes.

(P.1: 5 classes, P.2 - P.6: 8 classes)

Students' data			
Class Level	06/07	07/08	08/09
P.1	309	309	184
P.2	306	311	303
P.3	307	305	306
P.4	304	306	292
P.5	296	304	292
P.6	276	287	297
Total	1798	1822	1674

Attendance 08-09

Class Level 08/09	
P.1	98.67%
P.2	99.05%
P.3	98.84%
P.4	98.72%
P.5	98.94%
P.6	98.79%

Part C: Achievements and reflection

To sum up, the targets of the major concern of the school for 2008-2009 have been mostly achieved at a reasonable and significant level. As this is the final year of the current school development plan, follow up actions were being highlighted in the reflection section for preparation of the new school development plan.

1. Achievements

Major concern:

Promotion of Self-directed learning

● **English**

- P.1-P.6
100% of the students finished the assigned task. All students could choose a favourite piece of writing and put into the students' portfolios with self-reflection on the learning process, for example, problems encountered and solutions to problems.
- Tasks which promoted self-directed learning, for instance, dictionary skills, home reading, were carried out at different levels.

● **Mathematics**

- P.1-P.6
Over 90% of the students completed the hands-on tasks and achieved the goals.
Tasks : P.1 Tangrams
P.2 My funny model
P.3 Measuring apparatus
P.4 Symmetry
P.5 Polygon
P.6 Circles

- P.1-P.3: Students found the task interesting and challenging.
- P.4 : Students were interested in designing the coasters and it helped them develop their creativity.
- P.5 : Students could develop their creativity and critical thinking through the task.
- P.6 : Students' skills of logical thinking and observation were being raised.

● **General Studies**

- P.1-P.6:
90% of the students could accomplish the self-directed learning portfolios.
- Most students could retrieve related information from the websites or reference books for the accomplishment of the portfolios.
- P.1-P.3
Students showed their abilities of collecting and presenting information and developed related generic skills.
- P.4-P.6
Students demonstrated their abilities in making preparations for a visit, collecting, handling and analyzing data.

● **Music**

- P.1-P.6
90% of the students attended concerts and were able to appreciate music with reference of the concert reports.
- Students showed interest in appreciating musicals and concerts for children.

● **Visual Arts**

- P.1-P.6
By completing the portfolios, students could review their ability in applying their skills and arts elements in their

artworks.

- Students' interests and creativity could be enhanced by getting more chances to explore the different media of creating visual arts in the lessons.

● **Physical Education**

- P.1-P.6 : 100% of the students participated in fitness tests. Through these tests, students could aware of their own physical fitness and select appropriate activity to improve their health.

● **Computer Literacy**

- P.1 : Over 90% of the students were able to use Paintbrush to draw a picture.
- P.2 : Over 90% of the students were able to use Paintbrush and 九方 to draw a picture with caption.
- P.3 : Over 90% of the students were able to use 非常好色 to design posters.
- P.4 : Over 90% of the students were able to use PowerPoint to make 2-6 pages of slides which were put into their portfolios.
- P.5: Over 90% of the students were able to use Photo Impact to design posters which were put into their portfolios.
- P.6 : Over 90% of the students were able to use Excel to make graphs which were put into their portfolios.
- P.4-P.6
Some of the students were able to use PowerPoint to do their G.S. project presentations.

● **Student Guidance Service**

- According to the survey, more than 90% of the students agreed that they had improved their self-learning abilities from the Personal Development Programme.
- According to the survey, participants of the various groups

were very satisfied with the Josephian Scheme in which they could improve themselves through the lessons. They gave a rating of 3.3 to 4 out of a total of 4 to the different groups of the Scheme.

● 中國語文

- P.1-P.3
70-80%學生能定期上「中文8寶箱」網頁做練習，完成該網頁的要求，並把學習紀錄存放於學習歷程檔案內。
- P.4-P.6
100%學生能完成十篇作文，並選出其中一篇印象最深刻的作品作出反思，把相關資料存放在學習歷程檔案內。

● 普通話

- P.1-P.3 聆聽及說話計劃: 多於 70%學生能完成計劃。
- P.1-P.6 天才表演: 收到三十份稿件，全部表現良好。
- P.4-P.6 課堂個人普通話能力展示: 100%學生能完成表演。

● 聖經

- 一年級至六年級學生都懂得感恩及關愛別人。他們也懂得愛護環境，亦能感受到天父的愛。
- 大部分學生都能效法耶穌的榜樣：關心別人、幫助別人、寬恕及愛護身邊的人。

● 德育

- P.1-P.3 90% 學生能完成【自我約章及反思表】
- P.4-P.6 90% 學生能完成【自我反思表】
- P.1-P.6 90% 家長能協助學生作出評估，家長非常合作。

● 圖書

- 學生透過自我導向之校內、外閱讀計劃接觸不同類型圖書，增加課外知識。
- 80% 學生能完成閱讀計劃。

2.Reflection

Major concern:

Promotion of Self-directed learning

● **English**

- Some parents and students were not serious with the work and did not value the portfolios.
- Some students had problems with self-evaluation and did not understand the criteria despite detailed explanation by the teachers.

● **Mathematics**

- Some of the P.3 students showed their weaknesses in estimation, which should be reinforced, in the forthcoming academic year.
- For P.5, the project task for proofing the area of trapezium would be revised because some of the students could not show the proof effectively.

● **General Studies**

- P.1–P.3
Parents' involvement might inhibit the promotion of self-directed learning but parents' involvement is necessary for the junior primary students.
- P.4–P.6
All students showed their enthusiasm in accomplishing their portfolios. This widens students' exposure through the activity.

● **Music**

- Students should be reminded to attend a variety of concerts and shows.

- Teachers should promote more suitable concerts for students and guide them to choose various types of concerts.

● **Visual Arts**

- It was time consuming in completing the portfolios. This was a big workload for the students. It was suggested that reflection could be done in classrooms orally.
- Nourishing students' aesthetic mind should be a continuous process not just through art exhibition. Artwork appreciation should be done throughout the year.

● **Physical Education**

- Additional timeslots should be allocated to fitness tests since students would have less time for other physical activities if the tests were to be held in the same lesson.

● **Computer Literacy**

- Most students were interested in learning different software. P.3 students liked to make use of the software to complete the assigned task and shared their work pieces with their classmates.
- All P.2 students should be encouraged to buy and install the software of 九方 at home.
- All P.3 students should be encouraged to buy and install the software of 非常好色 at home.
- All P.4, P.5 and P.6 students should be encouraged to download the trial version of 'PhotoImpact', 'Flash' and 'Dreamweaver' at home.
- Subject teachers were encouraged to make use of the 1/F computer room for subject teaching.

● Student Guidance Service

- Through the Josephian Scheme, students learned different skills and strategies to enhance their attentiveness, concentration, motivation and logical thinking.
- Through the Personal Development Programme, students developed a variety of study skills which helped them to learn more effectively.

● 中國語文

- P.1-P.3
增加定期檢查次數，證書會在集會中頒發，鼓勵學生多善用此學習平台，持續自學的習慣。
- P.4-P.6
作文活動中，部分學生沒有以檢查反思的角度去完成揀選自己的作品，只選取最高分數的作文交功課。老師宜多給予意見，讓學生多了解自己作文的優點和缺點。

● 普通話

- P.1-P.3
聆聽/說話計劃：學生雖能完成，但態度不夠認真，顯示在家裏推行此計劃未能適用於低小，故建議來年取消。
- P.4-P.6
課堂個人普通話能力展示：課堂節數有限(每星期只有一課節)，教學進度緊迫，故建議來年取消。
- 建議：於校內多提供普通話聽說活動，例如用普通話作時事分享、繞口令、朗誦。

● 聖經

- 讓老師明白到，每一位學生都需要父母、老師的帶領和指導，才能走正確的道路及有良好的身心發展。

- 讓老師感受到「愛」的重要，懂得以「愛」去打動學生的心及包容每一位同學。
- 總的來說，上聖經課能讓學生在日常生活中，領略和實行天父給予的訓示和勸告。

● 德育

- 整體能成功地推行我們的三年計劃。
- 來年會以【自我約章及反思表】為藍本，制訂另一策略及評估表，延續學生自我學習的精神。

● 圖書

- 繼續推行「提升自我導向學習」計劃。
- 評核方法要多元化，照顧學生個別差異。

Part D: Our Learning and Teaching

It is our school's determination to provide quality education for our students. The school's prime concern is the interests of the students which is also one of the fundamental principles of the current education reform. We focus on helping students to learn how to learn and to facilitate all-round development. This is the main focus of our school curriculum.

In order to enhance effective learning and teaching, different strategies are adopted as follows:

1. Integration of generic skills into all subjects with special emphasis on communication, critical thinking and creativity.
2. Provision of a comprehensive and well-balanced curriculum so that the students can have an all-around education in primary schooling. A wide variety of learning experiences are provided to students ranging from classroom learning to authentic situations in the local community. Talks, workshops and visits are organized and held throughout the year.
3. Provision of different opportunities to develop students' different potentials. Various activities such as inter-class verse speaking competitions, sports day, games day and swimming gala are held for students of different levels every year.

Part E: Support for Student Development

Our school caters for students with a wide range of abilities, interests and needs. Although students are grouped by levels and taught in regular classes following a common curriculum, we do address to those with special education needs. Student Guidance Team consists of teaching staff, SGT and SGP is formed to keep focus on academic, behavioural, and social-emotional health of students. We provide a safe and supportive learning environment that promotes high achievement for every student. Programmes conducive to students' development are listed below.

1. Informal Curriculum for Talented Students

The school provides a wide range of activities for talented students. There are various activities to promote high-order thinking of students. We have informal curriculum such as the LEAD Project, Odyssey of the Mind, Mathematics Olympiad, Robochallenge Programme and Project High Flyers for those who are capable to engage in high challenge tasks. Students are proved to have benefited from these programmes and they have attained good achievements.

2. Remedial Groups for Less Advanced Students

For academically weaker students, we have before / after school Remedial Groups for English, Chinese and Mathematics. Teachers give extra tuitions and design different worksheets of appropriate level to enhance students' learning.

3. Special Programmes conducted by the Student Guidance Team

To nurture students' healthy development, the Student Guidance Team has implemented four programmes under five categories: SEN, students with low learning motivation, students with behavioral problems, students lack of self-care ability, and students of ethnic minority. The programmes are as follows:

- i) The "Josephian Scheme" is of the most effective and flexible that it can be adapted and extended to cater for the changing needs of students. It helps students deal with their weaknesses and improve their problems by learning different skills and strategies.
- ii) The "Relaxing Moment" aims at helping P.6 students to learn inter-personal skills through games.
- iii) The "Service Elites" intends to develop students a sense of responsibility by assigning them meaningful duties.
- iv) The "Peer Helpers" aims at raising students' interest in learning Chinese characters by datapac and pair reading.

4. Implementation of Integrated Education

It is the policy of the EDB to integrate SEN students into mainstream. Our school has a positive attitude on integration. Student Guidance Team collaborates with external organizations to support SEN students. Professional developments are organized for the teaching staff. SGT, SGP and teachers frequently discuss students' academic and behavioral difficulties. Teachers also design necessary adjustments and interventions for students. These include special arrangements for tests

and examinations, special marking strategy for dictation, special seating arrangement in the classrooms, etc.

Moreover, the school provides Speech Therapy Service for students with speech problems. This service is collaborated with the EDB. Students are assessed and advice is made. Practice is based on home-school co-operation.

Apart from this, a School-based Remedial Support Programme is also offered to students with particular needs. Interventions are devised and more than 10 different groups were organized to cater for different needs of students.

Parental support of SEN students is significant. Talks and workshops are organized every year to help parents to better understand their children's needs. Our school has developed a good home-school relationship so as to improve the learning, emotional and behavioural issue of SEN students. This can successfully enhance students' adjustment to mainstream school life.

Part F: Student Performance

Our students demonstrate remarkable performance in the academic area. They always strive for best results in the internal examinations, tests and assessments. Meanwhile, they also keep on maintaining a high standard in the external assessments such as TSA and public examinations.

To sustain a balanced and healthy development, our students are also keen on participating in different extra-curricular activities and competitions. It has been proved that they are not only performing well academically, but also attaining brilliant achievements in the non-academic area. Due to the numerous data and information being involved, the following tables only outline some of our students' non-academic achievements in the past school year. More details can be obtained from our school magazine.

Events	Awards		
	1st	2nd	3rd
Speech and Music Festival (PM Session)			
60 th H.K. Schools Speech Festival-Cantonese	4	4	4
60 th H.K. Schools Speech Festival-Putonghua	2	4	1
60 th H.K. Schools Speech Festival-English	1	13	6
61 st H.K. Schools Music Festival	3	8	6

Events	Awards		
	1st	2nd	3rd
Speech and Music Festival (AM Session)			
60 th H.K. Schools Speech Festival-Cantonese	0	7	8
60 th H.K. Schools Speech Festival-Putonghua	1	1	5
60 th H.K. Schools Speech Festival-English	6	6	3
61 st H.K. Schools Music Festival	4	5	8
61 st H.K. Schools Music Festival (School Choir)		1	

Sports Events		Awards
Hong Kong Schools Sports Federation	•2008-09 Primary Schools Sports Award	Gold (Retain the title for twenty successive years)
Football Team	•2008-09 Inter-Primary Schools Football Competition HK West (HKSSF) •2008 Southern District Primary Schools 7-A-Side Football Competition •LCSD and Southern Recreation and Sports Council 2008-09 All HK Primary Schools 5-A-Side Football Competition (HKSSF)	Finalist 8 1 st Runners-up Finalist 8
Rugby Football Team	• 2008-09 Easy Sports Try Rugby Competition (LCSD)	2 nd Runners-up
Swimming Team	• 2008-09 Inter-Primary Schools Swimming Competition Hong Kong West (HKSSF)	Grade A: 5 Gold 6 Silver 1 Bronze Overall Champion Grade B: 3 Silver 2 Bronze Overall Champion
Athletic Team	• 2008-09 Inter-Primary Schools Athletic Competition Hong Kong West (HKSSF)	Grade A: 2 Silver 1 Bronze Overall 2 nd Runners-up Grade B: 1 Gold 1 Silver 2 Bronze Overall 2 nd Runners-up Grade C: 1 Gold 1 Silver Overall 2 nd Runners-up
	• 2009 Wanchai Sports Day (LCSD)	4 Gold 3 Silver 3 Bronze
Badminton Team	• 2008-09 Inter-Primary Schools Badminton Competition Hong Kong West (HKSSF)	1 st Runners-up
Basketball Team	• 2008-09 Inter-Primary Schools Basketball Competition Hong Kong West (HKSSF)	1 st Runners-up
Table-tennis Team	• 2008-09 Inter-Primary Schools Table-tennis Competition Hong Kong West (HKSSF)	Grade A : Champion Grade B: Champion
Volleyball Team	• 2008-09 Inter-Primary Schools Volleyball Competition Hong Kong West (HKSSF)	Champion

Events		Awards
Mathematics Olympiad Team	● The Fifth HK Mathematics Creative Problem Solving Competition for Primary Schools	Final: 1 st Runners-up Exchange and Invitation Competition: 1 st Class Honours The Best Interpreter of Mathematical Concept
	● Hong Kong 18 Districts Inter-Primary Schools Mathematics Competition	<u>Wan Chai District:</u> 數學急轉彎: Champion 2 nd Runners-up 數學智多星: Champion 3 rd Runners-up 數學遊踪: 1 st Runner-up Overall Champion, 2 nd Runners-up and 1 st Class Honours
		<u>Hong Kong 18 Districts:</u> 數學急轉彎: 1 st Runners-up 數學智多星: 3 rd Runners-up Overall 2 nd Runners-up
	● The 16 th Hong Kong Mathematical Olympiad Competition	Primary 6: 1 Gold 2 Silver 3 Bronze
		Primary 5: 2 Gold 5 Silver
		Overall 7 th
	● Po Leung Kuk 2009 Primary Mathematics Contest	Individual: 3 First Class Honours
Team: Overall Distinction		

Events	Awards
2009 Odyssey of the Mind Competition	Champion
(represented Hong Kong in World Final held in Iowa, USA and took the 5 th position in World Final Superstition Division 1)	

Events	Awards
Hong Kong School Drama Festival	Commendable Overall Performance
	Outstanding Stage Effect
	Outstanding Actors

Part G: Conclusion-Feedback on Future Planning

Learning is part of the personal development which involves a lot of processes, the very first step to go is to take an initiative. This proactive approach motivates a learner to make further exploration of what he or she wants to learn in order to achieve learning outcomes.

With this underlying principle, we are certain that to raise our students' awareness of taking an initiative to acquire knowledge and skill is of utmost importance. By adopting the "Promotion of Self-Directed Learning" as our major concern for the school development plan from 2006 to 2009, each panel group had designed a variety of tasks to draw students' attention to their roles and responsibilities in learning. The targets of our major concern, which were under a thorough implementation by all panel groups for three years and a comprehensive diagnosis at the end of the school plan developmental year, had not been regarded a total success and yet were achieved to a large extent in all subjects. Most of our students were found getting more inspiration to learn with self-confidence and persistence.

A learner taking an initiation, however, is just a leading action in the process of learning. To make learning more meaningful and effective, students should be steered up to know what to learn, how to learn, why to learn and where to learn, based on their different intelligence. In response to this, we would like to engage our students in a diversified learning mode for the forthcoming school development plan under the major concern of "Implementation of Differentiated Instruction in the Classroom". The decision is made on the basis of the following

rationales:

1. With the current placement system of no streaming, diversity in the classroom is inevitable.
2. The education reform emphasizes catering for individual needs in learning and teaching.
3. School Stakeholder Survey states that our students urge for varied learning activities.
4. School Stakeholder Survey conveys that staff development is an urgent issue to be addressed.

Differentiated instruction basically enables teachers to plan strategically in order to reach the needs of the diverse learners in the classroom today. Being aware of different learning styles of students, teachers can derive different teaching plans to cater for the needs of individual students, be they of higher or lower abilities. Once our students get involved in the process of differentiated instruction, they will activate their self-directed learning mechanism and pick up what they can learn easily from the stimulants of the learning environment.

In the coming years, our teachers will be fully enrolled to different courses for the conduction of differentiated instruction in the classrooms. Through the implementation of this major concern, we believe that the effectiveness of our learning and teaching can be enhanced, which eventually will facilitate students' continuation in self-learning and life-wide learning.